

## Coaching in ECEAP

### Frequently Asked Questions

**1. I know as a coach I need to view the recorded Coach Orientation webinars. Are all four webinars required?**

The Early Achievers Coach Orientation Webinars are intended for Early Achievers coaches working in ECEAP funded classrooms.

- **Part 1** includes a broad overview of ECEAP. All coaches are welcome to view this webinar; however, if you have a deep understanding of ECEAP or have attended the New ECEAP Director Orientation, then this webinar is optional for you.
- **Part 2** covers Early Achievers, the quality standards and Early Achievers pathways and timelines. All coaches are welcome to view this webinar. If you attended the New ECEAP Director Orientation, the Hybrid Project webinars, or feel confident in your Early Achievers knowledge, this webinar is optional for you.
- **Part 3** covers coach roles and available resources. It is required for all coaches.
- **Part 4** is an overview of WELS and data entry requirements. It is required for all coaches.

**2. I am an ECEAP Contractor. One of my coaches left and I just hired a new one. Who do I contact to update my coach contact information?**

- Please email the [Pre-K Specialist](#) assigned to your program and include the coach name, phone number, email address and assigned ECEAP sites.
- Update your coach information in WELS. If you have questions about this, please contact [QRIS@del.wa.gov](mailto:QRIS@del.wa.gov).

**3. How often do I need to visit sites and how much time do I need to spend at a site? Is there a recommended number of sites that coaches can support?**

The ECEAP contract does not specify a required amount of time that coaches must spend at sites. That is left up to Contractors to decide. However, University of Washington Childcare Quality & Early Learning (CQEL) has found that it is beneficial if a coach conducts a pre-rating observation to gauge the level of interactions in the classroom setting. Ideally, a coach observes the classroom, then shares the data with teachers, and together they create a plan to improve any areas of concern.

Coaches who spend time weekly in each classroom, with time for observation, reflection and feedback, tend to see an increase in Early Achievers points.

**4. I've heard about the Coaching Companion, a coach support platform through the University of Washington. What is it?**

The CQEL Coaching Companion is an optional, but strongly recommended, web-based application designed to support Early Achievers coaching efforts.

The Coaching Companion enables coaches and providers to upload and share focused observation evidence, reflection and feedback, and resources related to their shared goals and actions plans. The Coaching Companion also contains resources for coaches. Coaches who access the Coaching Companion find it to be a valuable resource.

**5. How do I sign up for the Coaching Companion?**

First, go to the Coaching Companion homepage at: <https://cqelcoach.org/>.

1) If you are in Washington State and have an active MERIT account, you can login by clicking the "Washington State Login" button.

2) If you do **\*not\*** have an active MERIT account, contact the CQEL Coaching Companion admin at [cqelcc@uw.edu](mailto:cqelcc@uw.edu) with the first name, last name, and email address for the new user and an invitation will be emailed to that address.

**6. Is the Coaching Companion open to all coaches?**

Yes. Any Early Achievers coach and teacher who are interested, ready, and have the technology requirements to use the Coaching Companion are welcome to do so any time in the rating process. Use of Coaching Companion is not required by ECEAP, but encouraged.

**7. The sites I support will be rated soon. How can coaches get information quickly to help their sites prepare for rating?**

Visit the [Department of Early Learning's ECEAP webpage](#), for additional support on ERS, CLASS, and a variety of other supports and resources – including the required ECEAP Coach Webinars and the Coach Orientation series. For specific questions, contact the [Pre-K Specialist](#) who works with your program.

Visit the [National Center for Quality Teaching and Learning](#), or NCQTL, website for 15-minute training suites on the CLASS tool and additional information.

Visit the [University of Washington's Center for Quality Early Learning](#), or CQEL, webpage for handouts and resources on the ERS and CLASS, and previous CQEL Coach Webinars.

Join the [Coaching Companion](#) to share goals and action planning with teachers and gain access to the CQEL Training Calendar and resource library.

**For questions on the Environment Rating Scale (ERS)**, coaches can send questions to the University of Washington at [erscqel@uw.edu](mailto:erscqel@uw.edu) or the authors of the ERS at

[ersquestions@gmail.com](mailto:ersquestions@gmail.com). Please refer to the “All About the ECERS-R” book for the answer **\*before\*** emailing.

**8. Can there be more than one coach assigned to a site?**

Yes, programs can have more than one coach assigned to a site. Sites with multiple coaches can refer to the [Coach Collaboration Guidance](#) document for additional information on working together.

**9. What are the requirements for entering information into WELS prior to rating vs. post-rating?**

Pre-rating observations and documentation can be entered in the “Notes” section for a site. Once the rating is finalized, the Quality Improvement Plan (QIP) is created in WELS along with Action Plans and Goals.

**10. If we have a Child Care Aware (CCA) coach and an ECEAP coach and both enter data for a site in WELS, can we have access to the data? What are the guidelines?**

ECEAP Directors or their WELS designees will have access to WELS and to the data entered by any coach assigned to that site.

ECEAP coaches have the same data entry requirements in WELS that CCA coaches have. When two coaches are working at one site they will need to set some time aside to talk about what each of them is working on with teachers in classrooms. It will be important to have this conversation early in the WELS data entry process. If coaches working with ECEAP funded classrooms and sites have questions, they can contact the assigned Pre-K Specialist working with their program.

**11. How do programs document that coaches have viewed the required coach webinars if they do not attend live?**

Coaches document their attendance at coach webinars in the Activity Log in WELS.

**12. Why does Early Achievers require a coach to work with certified teachers when the teachers are already evaluated regularly by their building principal?**

Early Achievers is a site-based rating that looks at the overall quality of the site. The Teacher/Principal Evaluation Project (TPEP) is employee-based, and focused on an individual teacher. Together, Early Achievers and TPEP make a strong monitoring and quality improvement system.

**13. Can I use my own CLASS observations to create goals and action plans with a site, or do I have to use the Early Achievers rating data?**

Typically, the Early Achievers rating data is used to create goals and action plans. However, if the data is no longer relevant due to staff turnover, facility changes, etc., then coaches can use their own CLASS and ERS observations to create goals and action plans.